

What we know from education research.....

Principal leadership is pivotal for the improvement of educational opportunities for all students, especially those with unique learning needs.

Principals who focus on instructional issues, demonstrate administrative support for special education, and provide high quality professional development for teachers produce enhanced outcomes for students with disabilities and for others at risk for school failure.

Effective principals need well-honed skills that enable them to work collaboratively with students, families, school principals, and community leaders to ensure that effective educational programs are provided.

(Principals and Special Education: The Critical Role of School Leaders, DiPaola & Walther-Thomas, 2003)

Family involvement is one of the greatest predictors of growth and well-being for students with disabilities. (Elliott & Mullins, 2004; Resch et al., 2010)

Families of students with disabilities report a need for consistent information regarding their children's performance in school as soon as the disability is diagnosed (Resch et al., 2010) and continue to express an increased desire for communication with teachers to relieve the stress they feel over students' struggles (Angell et al., 2009).

When teachers strive to build home school collaboration with families of children with disabilities, student achievement increases. (Angell et al.,